

Sixth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.R.1.1 Students are able to use context to understand words with multiple meanings.
(Application)	6.R.1.2. Students are able to use direct and implied meaning to understand text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • self-monitor and self-correct to understand text; • use prior knowledge and connections to understand new information; • identify main idea and supporting details; • ask questions before, during, and after reading to comprehend text.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.R.2.1 Students are able to use the text structures and patterns in various literary texts to create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • use structural elements of fiction, informational text, drama, and poetry to extend meaning (for example: chronology—beginning, middle, end, flashback; plot structure—exposition, rising action, climax, falling action, resolution; poetry structure—stanzas, rhythm, rhyme, line length; other structures --- cause/effect, problem/solution, comparison/contrast, description); • describe how meaning is conveyed in poetry through word choice, repetition, and sensory words.
(Analysis)	6.R.2.2 Students are able to describe types of figurative language. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> • explain how figurative language clarifies meaning of text (for example: simile, personification, and metaphor).

**Sixth Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.R.3.1 Students are able to explain how literature can be used to better understand other time periods and events. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> describe how some ancient cultures used myths and legends to explain natural phenomena (for example: Egyptian, Roman, Greek).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	6.R.4.1 Students are able to use reference sources to retrieve information. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> use both print and electronic search strategies to find information.
(Analysis)	6.R.4.2 Students are able to compare and contrast information on one topic contained in several sources.
(Analysis)	6.R.4.3 Students are able to determine the quality of material in informational texts. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> distinguish fact from opinion; determine credibility of various sources (for example: <i>National Inquirer</i> vs. <i>USA Today</i>).

Performance Descriptors

Advanced	<p>Sixth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze the context of a passage to support literal and implied meanings of above grade level unfamiliar text; • evaluate the use of figurative language, text structures, and patterns in creating meaning across genres; • examine how literature helps readers interpret themes and influences of various time periods and events; • evaluate the effect of text features on meaning; • distinguish between explicit and implied information; • synthesize multiple sources to answer questions when reading informational text.
Proficient	<p>Sixth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use the context of a passage to construct literal and implied meaning in grade level unfamiliar text; • use figurative language, text structures, and patterns to create meaning across genres; • explain how literature can be used to better understand other time periods and cultures; • describe how text features influence meaning; • draw conclusions based on explicit and implied information; • use multiple sources to answer reader questions when reading informational text.
Basic	<p>Sixth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use the context of a passage to construct literal meaning in unfamiliar texts; • identify language, text structures, and patterns to create meaning; • read texts to understand other time periods and cultures; • identify text features that influence meaning; • identify explicit information; • use single sources to answer questions.

**Seventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	7.R.1.1 Students are able to understand how word choice affects meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> differentiate between denotation and connotation.
(Application)	7.R.1.2 Students are able to use inferences to extend meaning beyond literal understanding of text. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> give examples from text to support the basis for an inference; determine the relative importance of details to identify the main idea of a passage.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	7.R.2.1 Students are able to describe how authors use literary elements to create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> identify and define elements of a short story (for example: setting, characterization, plot, theme, narrator, point of view).
(Application)	7.R.2.2 Students are able to describe how authors use literary devices to create meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> show the relevance of foreshadowing, flashback, and symbolism; identify the sensory details an author uses to create meaning; identify different forms (structures) of poetry; determine how narrative, free verse, and ballads are similar/different.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	7.R.3.1 Students are able to connect historical and cultural influences in literary selections to construct meaning. <i>To meet this standard students may:</i> <ul style="list-style-type: none"> connect literature to geography, history, and culture (for example: newspapers, magazines, biography, autobiography, and young adult literature from various historical eras).

**Seventh Grade Reading
Grade Standards, Supporting Skills, and Examples**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	7.R.4.1 Students are able to distinguish which reference sources will provide the best information for the assigned task. (For example: encyclopedia, almanac, "Ask Jeeves").
(Evaluation)	7.R.4.2 Students are able to analyze and organize information from various sources. <i>To meet this standard students may:</i> <ul style="list-style-type: none">discriminate important ideas from unimportant ideas while reading;organize information while reading (for example: questioning, note taking, summarizing, outlining, webbing).
(Evaluation)	7.R.4.3 Students are able to evaluate the accuracy and credibility of information about a topic contained in multiple sources.

**Seventh Grade Reading
Performance Descriptors**

Advanced	<p>Seventh grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • explain the influence of the context of a passage on their understanding of unfamiliar words; • make inferences to comprehend above grade level unfamiliar text; • evaluate how authors use literary elements and devices to create meaning across genres; • interpret connections between historical/cultural influences and selections; • interpret the author’s viewpoint and synthesize information about a topic contained in multiple sources when reading informational text.
Proficient	<p>Seventh grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • use the context of a passage to understand the literal and implied meaning of words; • make inferences to extend meaning beyond literal understanding in grade level unfamiliar text; • describe how authors use literary elements and devices to create meaning across genres; • describe connections between historical/cultural influences and literary selections; • distinguish the best references for particular tasks; • analyze, organize, and evaluate information about a topic contained in a variety of informational text.
Basic	<p>Seventh grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use the context of a passage to understand words and make connections, extending meaning in unfamiliar text; • identify literary elements and devices used to create meaning; • read to understand other cultures and time periods; • recognize main ideas and supporting details when reading informational text; • classify information about a topic from limited sources.

Eighth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Application)	<p>8.R.1.1 Students are able to apply knowledge of word origins and derivations to extend vocabulary development. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • apply knowledge of foreign, Greek, and Latin word origins and derivations; • apply knowledge of prefixes, suffixes, and roots to extend vocabulary.
(Application)	<p>8.R.1.2 Students are able to use reading strategies to comprehend the meaning of words and text. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • monitor for meaning; • make connections to text; • ask questions to clarify meaning; • determine importance of ideas and details; • make inferences; • connect sensory images to meaning; • synthesize prior knowledge and new information to create new knowledge.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>8.R.2.1 Students are able to analyze and explain the author's use of literary elements. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • analyze characters in a story using supporting evidence from the text (for example: character's traits, motivations, conflicts, and point of view); • describe how setting, character, conflict, and resolution support the overall theme.
(Application)	<p>8.R.2.2 Students are able to describe the effect of the author's use of literary devices. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> • describe the use of sensory imagery in texts (for example: rhyme scheme, accent patterns, alliteration, assonance, consonance); • describe the use of figurative language in texts (for example: simile, metaphor, idiom, and oxymoron).

Eighth Grade Reading Grade Standards, Supporting Skills, and Examples

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Analysis)	<p>8.R.3.1 Students are able to compare/contrast literature from different eras or cultures dealing with similar themes or conflicts. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> identify and compare recurring themes across literary works (for example: good vs. evil, loyalty vs. betrayal); describe ideas and outlooks within a specific period, looking at such features as ideas, customs, and outlooks of a people (for example: views of slavery depicted in pre-Civil War novels, attitudes of those involved in the westward expansion, Native American cultural influences).

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Bloom's Taxonomy Level	Standard, Supporting Skills, and Examples
(Evaluation)	<p>8.R.4.1 Students are able to determine the appropriate strategy to gather and organize information. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> use both primary and secondary sources (for example: primary—interviews, diaries, letters, autobiographies; secondary—encyclopedias, biographies, textbooks).
(Analysis)	<p>8.R.4.2 Students are able to evaluate information about a topic gathered from a variety of sources. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> describe how the type of informational source influences the accuracy of information provided (for example: newspaper, magazine, book chapter).
(Synthesis)	<p>8.R.4.3 Students are able to combine new information with existing knowledge to form interpretations. <i>To meet this standard students may:</i></p> <ul style="list-style-type: none"> compare background knowledge about a current topic with information (for example: AIDs, STDs); compare information found in a variety of sources to reach new understanding.

**Eighth Grade Reading
Performance Descriptors**

Advanced	<p>Eighth grade students performing at the advanced level:</p> <ul style="list-style-type: none"> • analyze word origins and derivations to extend vocabulary; • apply a variety of reading strategies to comprehend unfamiliar above grade level text; • evaluate both the author’s use of literary elements and the effect of literary devices on the meaning of text in various genres; • critique the cultural influences on story themes; • synthesize valid information across a variety of sources to justify research decisions.
Proficient	<p>Eighth grade students performing at the proficient level:</p> <ul style="list-style-type: none"> • apply knowledge of word origins and derivations to develop vocabulary; • use a variety of reading strategies to comprehend the meaning of grade level unfamiliar text; • analyze the author’s use of literary elements and literary devices to comprehend text in various genres; • compare and contrast works dealing with similar conflicts; • determine the appropriate technology to retrieve and organize information; • evaluate topic information across a variety of sources; • combine new information with existing knowledge to form an interpretation.
Basic	<p>Eighth grade students performing at the basic level:</p> <ul style="list-style-type: none"> • use strategies to define words to comprehend text; • identify the author’s use of literary elements and devices in texts across genres; • identify literature from different eras and cultures; • use information from a variety of sources to discuss a topic.

Reading Standards 6-8

Indicator 1: Students are able to apply various reading strategies to comprehend and interpret text.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.1.1 (Application) Use context to understand words with multiple meanings.	7.R.1.1 (Comprehension) Understand how word choice affects meaning.	8.R.1.1 (Application) Apply knowledge of word origins and derivations to extend vocabulary development.
6.R.1.2 (Application) Use direct and implied meaning to understand text.	7.R.1.2 (Application) Use inferences to extend meaning beyond literal understanding of texts.	8.R.1.2 (Application) Use reading strategies to comprehend the meaning of words and texts.

Indicator 2: Students are able to evaluate text structures, literary elements, and literary devices within various genres to develop interpretations and form responses.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.2.1 (Application) Use the organizational structures and patterns in various literary texts to create meaning.	7.R.2.1 (Application) Describe how authors use literary elements to create meaning.	8.R.2.1 (Analysis) Explain the author's use of literary elements.
6.R.2.2 (Analysis) Understand types of figurative language.	7.R.2.2 (Application) Describe how authors use literary devices to create meaning.	8.R.2.2 (Application) Describe the effect of the author's use of literary devices.

Indicator 3: Students are able to interpret and respond to diverse works from various cultures and time periods.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.3.1 (Application) Explain how literature can be used to better understand other time periods and events.	7.R.3.1 (Analysis) Connect historical and cultural influences in literary selections to construct meaning.	8.R.3.1 (Analysis) Compare and contrast literature from different eras or cultures dealing with similar themes or conflicts.

**Reading Standards
6-8**

Indicator 4: Students are able to retrieve, analyze, synthesize, and evaluate a variety of informational texts.

Sixth Grade	Seventh Grade	Eighth Grade
6.R.4.1 (Application) Use reference sources to retrieve information.	7.R.4.1 (Application) Distinguish which reference sources will provide the best information for the assigned task.	8.R.4.1 (Evaluation) Determine the appropriate strategy to gather and organize information.
6.R.4.2 (Analysis) Compare and contrast information on one topic contained in several sources.	7.R.4.2 (Analysis) Analyze and organize information from various sources.	8.R.4.2 (Evaluation) Evaluate information about a topic gathered from a variety of sources.
6.R.4.3 (Analysis) Determine the quality of material in informational texts.	7.R.4.3 (Evaluation) Evaluate the accuracy and credibility of information about a topic contained in multiple sources.	8.R.4.3 (Synthesis) Combine new information with existing knowledge to form interpretations.

